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ABSTRACT

The curriculum guide presents a working draft of the fifth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The fifth grade unit is presented in two sections. Section I covers the expansion period in U.S. history, studying biographies of people who contributed to the development of the country. Activities focus on the reasons for the results of their accomplishments. Section II considers ways of living in various regions of the United States. Activities emphasize the interdependence of the regions and develop the concept that interaction with environmental factors affects the way people live. Each section includes key questions relating to the topic, a list of community resource people, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. (CK)

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GRADE 5

United States - Our Expanding Nation

United States - Interdependence of Regions

1978

SP 012 649

Allegany County Board of Education, Cumberland, Md.

Maryland State Dept. of Education, Baltimore

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per		SCIENCE		HEALTH	SOCIAL SCIENCE		OTHER
			6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	Day	Week	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environment	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

SOCIAL STUDIES

UNITED STATES - OUR EXPANDING NATION

Grade 5

Social Sciences

United States - Our Expanding Nation

Grade 5

The material in this unit highlights the adventures and accomplishments of people who contributed to the development of the United States. A study of the biographies of these people concentrates on the reasons for and the results of their achievements. The emphasis of this unit will be on the expansion period in our nation's development.

SOCIAL STUDIES

Overview

Three goals and six conceptual statements serve as the basis for the social science program. In grade five the expansion period of the United States will be explored through a biographical study of the people who contributed to the development of our nation. Ways of living in regions of the United States will be considered in the second unit. The study emphasizes the interdependence of all the regions. The concept that interaction with environmental factors affects the way people live is also developed. There are strands of ethnic heritage; family life; career, consumer, law, and environmental education running throughout the units. You are encouraged to develop learning experiences to meet the needs of your class and to fulfill requirements in these areas.

Social Sciences
United States - Our Expanding Nation
Grade 5

GOAL I - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement I

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love, by:

(Behaviors - Level III)

a. Explaining the need for positive human relationships which enhance one's self worth.

b. Projecting the consequences to the humdn body of being deprived of love and recognition.

c. Role-playing a situation in which a basic need was denied for 48 hours.

d. Debating the question, "Have man's basic needs changed over the years?"

(Behaviors - Level II)

a. Producing evidence to prove that families of long ago had wants as well as needs.

c. Describing the essential components of friendship.

d. Differentiating between biological and [illegible] no-social needs.

Conceptual Statement I

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

(Behaviors - Level III)

a. Explaining that different groups living in the same environment may satisfy similar needs in different ways.

b. Making observations and drawing inferences about how one adapts to and/or modifies the environment to meet needs.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

(Behaviors - Level III)

e. Describing the structure of the government of the United States.

Conceptual Statement II

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

(Behaviors - Level III)

b. Listing services provided by the federal government.

Conceptual Statement II

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

(Behaviors - Level III)

a. Providing proof that citizens of a country must understand their obligations as well as their privileges.

b. Discussing the fact that governments must be granted coercive power in order to protect citizens' rights.

c. Debating the statement that every state/nation has a government which makes, administers, and enforces laws which promote general welfare.

d. Determining whether a nation's governmental decisions are binding upon all people.

Conceptual Statement II

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

(Behaviors - Level III)

a. Discussing the fact that when mutual problems arise, some nations set up organizations to resolve them.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effective communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

(Behaviors - Level III)

b. Supporting the statement that each person is a member of an ethnic group and views the world according to one's own value structure.

c. Giving evidence that each of a variety of life styles is uniquely interesting, exciting, and valuable.

f. Giving examples of prejudices which exists and explaining how prejudices impair positive relationships among groups of people.

g. Concluding that prejudice is learned and can be unlearned.

(Behaviors - Level II)

b. Stating how a person can maintain one's individuality and do what is thought to be right when others attempt to exert an opposing influence.

f. Identifying insensitive attitudes involved in a given situation.

(Behaviors - Level I)

g. Determining appropriate actions to take in an unknown or unfamiliar situation.

Conceptual Statement III

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

(Behaviors - Level III)

a. Identifying and describing the physical and cultural characteristics of several of the ethnic/racial groups which are present in the United States.

b. Describing the contributions of more than one ethnic/racial group to the "cultural mosaic" of the United States.

c. Providing information about the contributions of several leading representatives of various ethnic/racial groups to the cultural heritage of the United States.

d. Examining the settlement patterns of the various ethnic groups in the United States.

Conceptual Statement III

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

(Behaviors - Level III)

b. Describing the contributions of several world figures (past and present) in:

- Humanities
- Politics
- Technology

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

(Behaviors - Level III)

a. Listing those resources of the United States or other countries which play a significant role in the economy.

c. Distinguishing between the unlimited wants of individuals and the limited resources available to satisfy these wants.

e. Describing how natural resources affect the material well-being of a country or culture.

Conceptual Statement IV

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

(Behaviors - Level III)

a. Seeking information to support the fact that man constantly tries to narrow the gap between ever expanding want and limited resources.

b. Describing how the effective use of machines has greatly increased productivity.

c. Hypothesizing the extent to which technology has infringed upon humanity.

e. Analyzing and describing peoples' beliefs which influence occupational opportunities in different regions of the world.

Conceptual Statement IV

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

(Behaviors - Level III)

e. Describing how the use of natural resources affects the material well-being of a culture.

(Behaviors - Level I)

d. Comparing trading or bartering with use of the current monetary system.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

(Behaviors - Level III)

a. Discussing the ways people of the United States are linked to the rest of the world through their immigrant heritage.

b. Describing the life style of individuals in Spanish, French, and English colonies.

d. Discussing the significant accomplishments and contributions of leaders of various cultures and times; Benjamin Franklin, Jonas Salk, Gutenburg, Ghandi, Churchill, Florence Nightengale, Harriet Tubman.

f. Citing two or more examples of how a modern day society in a given country has been affected by past experience.

i. Mapping the voyages and discovery of more than one explorer.

j. Debating whether life in the colonies was an improvement over life in the "old country."

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

(Behaviors - Level III)

a. Interpreting maps which show climate, rivers, land use and available resources.

b. Studying and constructing maps and charts which provide information about components of the natural environment in North America or another continent.

c. Determining the relationship between climate and land use.

d. Explaining how changes which occur in climate affect human behavior, population movements, and land forms.

e. Describing how global location of a nation or region contributes to its importance in international affairs.

f. Studying the geographical factors which have played a significant role in the development of the United States.

Conceptual Statement VI

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

(Behaviors - Level III)

a. Describing the environmental influences in a culture(s) on housing design, clothing design, tools and utensils, man-made products, religious rituals, and ceremonies.

b. Explaining that individuals modify, utilize, and exploit the earth to serve their own purposes.

c. Proving that resources and resource use are related to the level of technological development.

g. Describing national and international conflicts which have arisen over the use of the earth's resources.

(Behaviors - Level II)

a. Identifying reasons why large portions of the population are clustered in specific regions.

b. Describing the effect of location and topography upon the occupations of the people in a region.

h. Listing environmental changes which have an effect on individuals and social institutions.

This social science guide is designed to serve as a framework for exploring the motivations, adventures, and accomplishments of the people who contributed to the expansion of our country through the study of "United States - Our Expanding Nation."

Historical territories of the United States were considered in the development of this unit - the Louisiana Territory, the Oregon Country, California and the Southwest (Mexican Cession), Texas, Alaska, and Hawaii.

You may chose either to develop each concept separately as it applied to all of the historical territories or to develop all of the concepts as they applied to one particular historical territory.

Participation in a variety of the activities listed will involve the students and teachers in gathering and organizing data, and in analyzing its content and implications. These activities will clarify the conceptual statements and help answer the key questions. The list of activities is a suggested list. You are encouraged to use your creativity and individuality in adding activities which will improve this teaching-learning package for your students.

The biographical approach should be used to develop the following six conceptual statements and answer the twelve key questions:

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions

1. What are the basic human needs people have in common?
2. How did the traditions and customs of the people and their new environment determine how their basic needs were met?

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Questions

3. What was the structure of the government that was functioning in the United States during the Expansion Period?

4. What forms of government existed beyond the Mississippi in the early 1800's?

5. What forms of government evolved as the life styles of the people changed?

   a. laws b. justice c. responsible citizenship

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions

6. In what ways did communication and cooperation among diverse peoples affect the expansion of the country?

7. What ethnic groups contributed to the expansion of the country? How?

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Questions

8. How did the people make use of the resources available to them in developing economic systems?

9. In what ways were the economic systems determined by the knowledge, skills, and traditions of the people?

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions

10. What were the similarities and/or differences between new and former life styles?

11. What were the significant experiences of the people during the expansion period?

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question

12. What were the geographical and environmental factors which played a significant role in the development of the country?

Key Questions

1. What are the basic human needs people have in common?

2. How did the traditions and customs of the people and their new environment determine how their basic needs were met?

3. What was the structure of the government that was functioning in the United States during the Expansion Period?

4. What forms of government existed beyond the Mississippi in the 1800's?

5. What forms of government evolved as the life styles of the people changed?

   a. laws b. justice c. responsible citizenship

6. In what ways did communication and cooperation among diverse peoples affect the expansion of the country?

7. What ethnic groups contributed to the expansion of the country? How?

8. How did the people make use of the resources available to them in developing economic systems?

9. In what ways were the economic systems determined by the knowledge, skills, and traditions of the people?

10. What were the similarities and/or differences between new and former life styles?

11. What were the significant experiences of the people during the expansion period?

12. What were the geographical and environmental factors which played a significant role in the development of the country?

Concept I - People are similar in their basic human needs and meet these needs in a variety of ways.

Questions

1. What are the basic human needs people have in common?
2. How did the traditions and customs of the people, and their new environment determine how their basic needs were met?

Suggested Activities

Make a list of the basic human needs.

Begin a list of human feelings. Cite instances where these feelings played an important role in the lives of the people of this time.

Construct a model of one of the following Indian villages: Black Feet, Cheyenne, Comanche, Sioux, Pawnee, or Arapaho. Use the model to demonstrate how the Indians met the basic needs of food, clothing, and shelter.

Choose to read 2 or more biographies or biographical sketches of people living during the expansion period. Compare and contrast the life styles in terms of:

Meeting basic human needs
Government
Communication
Transportation
Economic systems
Ethnic groups
Geography
Environment

Write a paragraph describing the results of being without the basic human necessities in one of the following situations:

During the battle of the Alamo
On the Oregon Trail
Crossing the Donner Pass

Investigate the ways people met their basic needs living in different historical territories. Compare and contrast the life styles of the settlers with that of the natives of the area. (Indians, Mexicans, Aluets, Hawaiians)

Concept I

Suggested Activities

Research the life of the Mountain Men. Write a report telling how these men adapted to life in the wilderness.

Read the story of the Sager family and their trip over the Oregon Trail in America's Frontier. Prepare an oral report for the class describing their experiences.

With several members of the class, dramatize "An Evening While Traveling West."

Research and report on methods of medical treatment used on the trail and at the new settlements.

Hold a panel discussion about changes and adjustments the settlers had to make in their life styles.

Make a recipe book containing recipes used on the trail and at the new settlements. Discuss the work involved in getting the ingradients for food preparation. Compare and contrast this with today.

Construct a model of a conestoga wagon. List the supplies you would take on the trip and tell why you chose these items.

Dress dolls or draw pictures showing the clothing styles of the various groups of people in each historical territory. Explain the differences and similarities of the styles.

Have a tasting party sampling foods which were common in certain historical territories at this time. (Jerky, Johnnycake, pineapple, tortilla)

Suggested Vocabulary

Conceptual Statement I

Key Questions 1, 2

traditions
customs
native
environment
life style
adobe
sod house
igloo

Human Feelings - Characteristics

fear	depression	ambition
anger	prejudice	greed
happiness	loneliness	guilt
sadness	sympathy	hardiness
surprise	pride	honor
anticipation	courage	hostility
anxiety	integrity	independence
love	loyalty	sincerity
hate	concern	jealousy
compassion	persistence	kindness

Human Needs

Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.

Concept II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Questions

3. What was the structure of the government that was functioning in the United States during the Expansion Period?

4. What forms of government existed beyond the Mississippi in the early 1800's?

5. What forms of government evolved as the life styles of the people changed?

   a. laws b. justice c. responsible citizenship

Suggested Activities

Make a chart in which you show the structure of the government of the United States in 1800.

Diagram the power structure within an Indian tribe. The diagram should begin with the chief as leader and include all of the various groups found in the tribe. (Ex: council members, warriors, children, workers, women.) Explain why this type of government structure was workable for the Indians.

List the various leaders of the government who were instrumental in helping to purchase the Louisiana Territory. Describe what each leader's role was in purchasing the land.

Thomas Jefferson
Napoleon
Louis Pinchon
Robert Livingston
James Monroe

Pretend that you are an agent of the government sent to decide if the Louisiana Territory would be a wise purchase. Prepare a letter to be sent to the leaders of the government telling the reasons why it would or would not be a wise buy.

Investigate the vigilance committee. Compare and contrast that system of law and order with ours today.

Write a short report on what types of government were functioning in the historical territories.

Using role playing, establish rules for the trip west or for the new settlements.

Suggested Activities

Publish a newspaper. Have students simulate interviews with important leaders of the westward movement, government officials and law enforcement officers. List the different jobs that are involved in publishing a newspaper. Discuss the responsibilities of newspapers to (1) the citizens and (2) the government.

Compare the government of early Hawaii with the government of present day Hawaii. Tell how these changes came about.

Write newspaper articles that may have appeared in the local papers about the admission of specific states into the union.

Research the establishment of the government and the process of law enforcement on the trail and at the new settlements.

Suggested Vocabulary

Conceptual Statement II

Key Questions 3, 4, 5

citizenship
justice
vigilance
agent
structure
function
rights
responsibility

Concept III - People must have a knowledge on the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Questions

6. In what ways did communication and cooperation among diverse peoples affect the expansion of the country?

7. What ethnic groups contributed to the expansion of the country? How?

Suggested Activities

Define prejudice. Relate how prejudice has been a factor in the development of our country.

Write a skit portraying an Indian Council meeting. The topic of the Council meeting is "How the Settlers Will Affect the Life Style of the Indians."

Compare and contrast the roles of each member of a family settling in this area with the role of each member of your family.

Find out about the gods of the Indian tribes. List the names of these Indian gods and their domains.

Ex.	Tribe	God	Domain
	Sioux	Menwa	God of Spirits

Prepare a sermon on the topic, "Helping Your Fellow Settlers." Emphasize the need to share time and work to make life better. Practice your sermon for the purpose of presenting it to a group of your classmates.

Keep a diary as if you were:

An eleven year old moving on a wagon train from Maryland to one of the territories.

A Mexican or Indian child living where the Americans have decided to settle.

A member of the forces defending the Alamo from Santa Anna.

Emphasize a day-to-day account of diary-keeping.

Concept III

Suggested Activities

Make a list of words common in the English language that have an Indian/Spanish/French/Scandinavian derivation.

Develop an activity that would demonstrate the cultural exchange among the people of all nationalities who settled in the various regions.

Discover songs and games played by the children of this time. Reenact these songs and games in class. Compare them with songs and games children know today. Determine how songs and games reflect the life style of the period.

List human characteristics (intrinsic qualities) which had an effect on survival during this period. Cite instances where these qualities played an important role in the lives of the people of this time and area. Relate how and why these human characteristics influence our lives today.

bravery	tolerance
persistence	conscientiousness
aggressiveness	foolhardiness
thriftiness	cowardice
	timidity

Use a map to identify sites important to the Indian culture of the various areas. Explain the significance of each site.

Develop an activity highlighting the contributions of the ethnic/racial groups of the various areas to the "cultural mosaic."

Spanish
Mormons
Indians
Russians
Americans

Make models of objects important to the ethnic groups of the various areas.

Develop a "Meet the People" activity. Each student will represent one of the ethnic/racial groups of the area. The students will write their scripts and present them to the class.

Study and use the basics of the sign language of the American Indian. Allow each child to choose an Indian name he can dramatize.

Ex. Little Bow
Running Deer
Big Cloud

Suggested Activities

Explain why people have differences in skin color. (Amount of melanin in the skin.) Discuss the importance of the skin for all individuals regardless of the pigmentation.

Ex. Serves as a protective covering for the body.
Helps in the regulation of body temperature.

Give the children magazines, such as Ebony and National Geographic. Have them cut out pictures which clearly show people of the various races. Have the children paste these pictures on a large cutout map of the United States to indicate that our country is a mosaic of all cultures.

Make a Mexican pinata. Have the children take turns batting it with a stick to break it open. When the pinata opens, the children may share the rewards according to the custom of Mexican children at holiday celebrations.

Have the children play "Buffalo Bowling". To play the game, the children must hit a ball with a stick and try to roll it all the way across the buffalo skin. (A large rug or piece of cloth may serve as the buffalo skin.)

Learn and perform in groups the Mexican Hat Dance. Use authentic native music as an accompainment, where possible.

Learn and perform in groups dances using Hawaiian hand motions. Use authentic native music as an accompainment, where possible.

Make puppets dressed in costumes of the various ethnic cultures of the areas. Use the puppets in original dramatizations and to enrich the study of literature in ethnic cultures.

Present the book, Indian Sign Language. (Other resources may be used.) Have the children learn a few signs. Provide an opportunity for them to try to read the sign language messages.

Question the class concerning how they think the many Indian tribes who lived in the Western Plains were able to communicate with a tribe, or settlers, who spoke a different language. Use a reference, such as Hofsinde"s, Indian Sign Language, to teach some basic sign language. Allow the children to share a story about Indian culture using sign language.

Ex. Man - hold your hand pointing up in front of your chin
Woman - pretend to comb your hair
I (Me) - Point to yourself
You - point to the person
All - starting at your right shoulder, move your hand, palm down, in a level circle

Concept III

Suggested Activities

Discuss the work of the linguist. Develop the idea that without linguists it would be difficult for language communication to occur among people of different ethnic backgrounds.

Investigate the influence of the arrival of the settlers on the work patterns of the natives of the area. Then, change perspectives.

Suggested Vocabulary

Conceptual Statement III

Key Questions 6, 7

ethnic
prejudice
culture
racial
cultural mosaic
discrimination
ancestors
interpersonal skills

Concept IV - People must understand the nature and function of economic systems.

Questions

8. How did the people make use of the resources available to them in developing economic systems?

9. In what ways were the economic systems determined by the knowledge, skills, and traditions of the people?

Suggested Activities

Research the kinds of work and business in which the people were engaged.

Set up a small general store with a barter system as the basis for making purchases. Posters showing values of certain goods would be helpful.

List the natural resources of the area which were vital to the existence of the people. Explain the significance of these resources to the economy of the area by relating them to the development of various jobs.

Investigate the rendezvous system of trading. Discuss its importance to the economy of the area where it was practiced.

Construct a diorama. Choose a scene which illustrates how people made their living in a specific area.

Discuss why Alaska could be purchased for about 2 cents per acre in 1867.

Write a report describing the development of the Alaskan Highway and how it added to the growth of Alaska.

Discuss the public opinion of William Seward's purchase of Alaska and the nicknames given to this area.

Investigate the work skills that were brought by the settlers to an area. Discuss the ways these skills helped determine the economic system of the area.

Suggested Vocabulary

Conceptual Statement IV

Key Questions 8, 9

economics
resources
interdependence
barter system
rendevouz
technology
transcontinental

Concept V - People must understand the importance of significant human experiences.

Questions

10. What were the similarities and/or differences between new and former life styles?

11. What were the significant experiences of the people during the expansion period?

Suggested Activities

Start a file recording resources you have used in the study of the westward expansion. Continue your file throughout the unit.

Start a time line showing important dates during the time of the westward expansion. Continue the time line throughout the duration of the unit.

Begin a "Who's Who in American Expansion" book. Add a picture and a short story about each person you study. Include government officials, artists, musicians, authors, poets, and legendary heroes.

Begin a vocabulary list of words you are using in your study of the westward expansion.

Keep a diary as if you were one of the people involved in the purchase of the Louisiana Territory. Include your experiences with the land, the people, and the politics.

Write a narrative describing a day in the life of a child your age who lived in one of the territories at the time of its settlement.

Identify some of the major inventions which took place about 1800. Draw a picture of these inventions. Tell how these inventions changed the lives of the people.

Develop a chart comparing and contrasting new and former life styles of the people.

Develop an activity which would demonstrate how history might have been changed if:

American settlers in Texas had been allowed to govern themselves without Mexican interference

Santa Anna had lost the Battle of the Alamo

Concept V

Suggested Activities

Sam Houston had not been known and respected by the Cherokee Indians

Father Serra had not established missions

Gold had not been discovered in California

Sacajawea had not been a member of the Lewis and Clark Expedition

Prepare a pamphlet:

Recruiting men to become Texas Rangers
(Include the responsibilities of the job in the pamphlet.)

Urging people to move to a selected region

Have a representative from History House bring a collection of articles in common use by people in this era. Tape the presentation for future use.

Study original paintings, murals, or reproductions of artists of the era. Discuss the role of the artist as an interpreter of historical events and his impact on public attitudes, values, and opinions.

Example: George Catlin, Frederic Remington, White Bird

Compare a trip made to the West in 1836 with a trip taken over the same route today. Compare time, roads, and means of transportation.

Use a map to show

trails used by the settlers
railroads
routes of explorers and trappers

Draw murals showing important historical events of the areas.

Suggested Vocabulary

Conceptual Statement V

Key Questions 10, 11

territory	cession
independence	annexation
expansion	conestoga
settlement	homesteading

Concept VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Question

12. What were the geographical and environmental factors which played a significant role in the development of the country?

Suggested Activities

Imagine yourself to be a boy or girl living on a small farm in Maryland in 1800. Write an expository paragraph with one of the following topic sentences:

I'm glad that my family is planning to go west.

It would be terrible to leave Maryland and move west.

Make a relief map of the various areas. Paint your finished map with appropriate colors to show land forms. Develop a key.

Imagine yourself a leader of the cattlemen in your area. List several reasons why sheep should not be allowed to graze on the land.

Reverse your role. List reasons why cattle should not be allowed to graze on the land.

Use outline maps to show:

historical territories
routes used by settlers moving west
Indian territories
important sites

Develop a key for each map.

Compare the differences between the Indians use of the land and resources with the settlers use of the land and resources.

Compare and contrast the physical environment of a chosen area with that of Maryland.

Develop an activity showing the states through which you would travel as you moved across the Oregon Territory. Record the names of the rivers the trails follow closely. Discuss the importance of the rivers to the wagon train.

Concept VI

Suggested Activities

Write an advertisement that would have appeared in an Eastern newspaper of the time. Point out the geographical advantages and the economic opportunities available to people moving to the historical territories.

Write a letter to a friend back east explaining what your new homeland is like.

Make a model volcano. Explain how volcanoes affect Hawaii and Alaska.

Investigate the effects of the geographical and environmental factors on the job opportunities available to the settlers of an area.

Suggested Vocabulary

Conceptual Statement VI

Key Question 12

topography
climate
geography
exploitation
conservation
interdependence

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

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Level 4-5

United States - Our Expanding Nation

Grade 5

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Waller, Leslie. American West: A Book to Begin On. New York: Holt, Rinehart & Winston, 1966. Level K-3.

Wider Than the Sky. New York: Harcourt, Brace, Jovanovich, 1968.
"The Pioneer" "Off to Oregon"

Wilson, Hazel. Last Queen of Hawaii. New York: Knapf, 1963.

Worchester, Donald. Kit Carson, Mountain Scout. New Jersey: Houghton-Mifflin, 1960.

FILMS AND FILMSTRIPS

Films from the Instructional Media Center

F-5015	Children of the Wagon Train	18 min.	B/W	Intermediate
F-6137	The Chinese American	20 min.	Color	Intermediate
	California Gold area and railroad construction. (Mexican Cession)			
F-6101	Frontier Experiences	30 min.	Color	Intermediate
	Struggles of a fatherless family to survive on the plains. (Louisiana)			
F-5858	Indians	30 min.	Color	Intermediate
	The changes in Indian life after the coming of the white man. (Louisiana)			
F-5078	Oregon Trail	25 min.	B/W	Intermediate
F-6321	Ten who Dared	32 min.	Color	Intermediate
	Jed Smith (Mexican Cession)			
F-5576	Westward Movement #3	16 min.	Color	Intermediate
	Settling of the Great Plains. (Louisiana)			
F-5577	Westward Movement #4	18 min.	Color	Intermediate
	Texas and The Mexican War.			
F-5578	Westward Movement #5	23 min.	Color	Intermediate
	The Gold Rush (Mexican Cession)			

Filmstrips

FS-465 Buffalo and Westward Expansion

White man's destruction of buffalo as they traveled westward. (Louisiana)

FS-8930 Builders of America Set of 8 B/W

Filmstrips related to westward expansion in this set are:

1. Lewis and Clark
2. John C. Fremont
3. Daniel Boone

Ends with review questions and topics for further study.

FS-551 CT Ethnic Studies - The Peoples of America, 1973

Cameo Tape D: 3 speeches by Chief Joseph of the Nez Perce Indians describing his attitude toward the land.

Cassette #14 - American Indians: Pt. 1 - tells of the existence of Indians before white man, how they got along, and how white man succeeded in taking the land away.

Names: Tecumseh, Crazy Horse, Sitting Bull, Geronimo, Chief Seattle, General Custer.

Cassette #14 - Part II - tells what life has been like for Indians from late 1800's to present - life on the reservations, attempts to break up reservations, and how Indians lost more of their land.

(Excellent)

FS-10 Expansion to Pacific B/W

Highlights westward movement to Pacific. Gives some reasons for movement and difficulties of area.

(Fair)

FS-462 Golden Gate to the West

(Set)

1. Gold Rush to California
2. Travel to California
3. Life of Gold Miners

FS-A-246 SB Great American Frontiersmen

1. Daniel Boone
2. Davy Crockett
3. Kit Carson
4. Brigham Young
5. Buffalo Bill

FS-340 Great American Trailblazers - John C. Fremont

Good for biography of Fremont.

FS-3421 R Pathfinders Westward

(Set)

1. First trails into the West. (Pike, J.J. Astor, and establishment of fur business)
2. Mountain Men
3. Lewis and Clark Expedition

FS-5213 CT — The Southwest Indians - Tribes of Mesa and Desert

Part One: The Pueblos

Gives an indepth study of the Pueblos in the California region.

Part Two: The Navahos

FS-5215 CT — The Sun Dance People - The Plains Indians; Their Past and Present

FS-234 S (4 filmstrips) — Westward Expansion

1. The trip westward
2. The new home
3. Life in the wilderness
4. New neighbors and a New Town

Follows a typical pioneer family from the east to west.

FS-11350 (6 filmstrips) — Westward Expansion

1. Brigham Young
2. Chief Pontiac
3. The Oregon Trail
4. The Alamo
5. The Louisiana Purchase
6. The Northwest Ordinance

Good discussion questions for each filmstrip.

FS-3640 R — Westward Expansion

Part I - Begins with Louisiana Purchase, Lewis and Clark, settlement of the area, use of land, travel to Oregon Country and Texas area. Activities.

Part II - Gold Rush, building of transcontinental railroad, Indian relations, settlement of the Plains area.

Excellent filmstrips.

FS-294 — Westward Expansion of the United States - Oregon Territory

FS-3416 R — Westward Migration

"Into the Southwest" - Santa Fe Trail; old Spanish Trail - Good

"The Oregon Country" - Travel over the Oregon Trail, Mormon Migration - Excellent

"Gold Rush" - Good

"Three Routes to Eldorado" - Fair

Grade 5

STUDY PRINTS

SP-1553 **Historical American Indian Biographies**

1. Black Hawk
2. Chief Joseph
3. Cochise
4. Crazy Horse
5. Geronimo
6. Sacajawea
7. Sitting Bull

Contains study prints and a teacher's guide of biographies and activities. Excellent prints.

United States - Our Expanding Nation

Grade 5

FREE AND INEXPENSIVE MATERIALS

Alaska State Division of Tourism
Department of Economic Development
Division of Tourism
Pouch E. Juneau, Alaska 99801

All About Alaska — Student resource

Exxon Company, U.S.A.
Baltimore, Maryland

Growth of the United States - Map showing the territories and dates of settlement.

Milliken Publishing Company
1100 Research Blvd.
St. Louis, Missouri 63132

DHO5 - Westward Expansion $3.75
(28 Duplicating Masters)

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Transparency - Our Changing Earth, Volcanoes

Trend Enterprises, Inc.
P. O. Box 3073
St. Paul, Minnesota 55165

T-504 Adapt-A-Board Books -
American Social Studies Characters $3.95
(3 Bulletin board displays for each character)

World Book Encyclopedia
Field Enterprises
Merchandise Mart, Chicago, Ill. 60654

Reprint: "Pioneer Life"
"American Indians"

Xerox Educational Publications
1250 Fairwood Avenue
P. O. Box 2639
Columbus, Ohio 43216

#630	The Movement of People in American History (Teacher's Guide & Duplicating Masters)	$ .75
#631	The Growth of America Through Maps (Teacher's Guide & Duplicating Masters)	$ .75
#535	America Moves West (Gr. 6-9) (Teacher's Guide & Duplicating Masters)	$ .60

Good for study of human relations
Indian and settlers.

SOCIAL STUDIES

UNITED STATES - INTERDEPENDENCE OF REGIONS

Grade 5

Social Sciences

United States - Interdependence of Regions

Grade 5

Ways of living in regions of the United States are considered in this unit. The study emphasizes the interdependence of all the regions. It also develops the concept that interaction with environmental factors affects the way people live.

Social Sciences
United States - Interdependence of Regions
Grade 5

GOAL I - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement 1

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love, by:

(Behaviors - Level III)

e. Producing evidence to prove that people have basic biological and psycho-social needs.

Conceptual Statement 1

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

(Behaviors - Level III)

a. Explaining that different groups l . g in the same environment may satisfy similar needs in different ways.

b. Making observations and drawing inferences about how one adapts to and/or modifies the environment to meet needs.

c. Defending the statement that people around the world need each other's help to meet their needs.

Conceptual Statement II

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

(Behaviors - Level III)

d. Explaining that cooperation among or between states/nations is facilitated by a common heritage and similar social institutions.

f. Illustrating that the people who control the resources of a country may have an impact on its government.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

(Behaviors - Level III)

d. Determining whether a nation's governmental decisions are binding upon all people.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of th world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

(Behaviors - Level III)

c. Giving evidence that each of a variety of life styles is uniquely interesting, exciting, and valuable.

f. Giving examples of prejudices which exists and explaining how prejudices impair positive relationships among groups of people.

g. Concluding that prejudice is learned and can be unlearned.

h. Describing discrimination in many forms.

i. Demonstrating a commitment to social improvement.

Conceptual Statement III

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

(Behaviors - Level III)

a. Identifying and describing the physical and cultural characteristics of several of the ethnic/racial groups which are present in the United States.

b. Describing the contribution of more than one ethnic/racial group to the "cultural mosaic" of the United States.

c. Providing information about the contributions of several leading representatives of various ethnic/racial groups to the cultural heritage of the United States.

d. Examining the settlement patterns of the various ethnic groups in the United States.

Conceptual Statement III

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

(Behaviors - Level III)

b. Describing the contributions of several world figures (past and present) in:

- Humanities
- Politics
- Technology

d. Choosing to do an in-depth study of a specific region of the United States

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

(Behaviors - Level III)

a. Listing those resources of the United States or other countries which play a significant role in the economy.

b. Explaining through the use of specific products or resources the global interdependence of economic system.

c. Distinguishing between the unlimited wants of individuals and the limited resources available to satisfy these wants.

d. Predicting future conflicts which may arise in the utilization of natural resources.

e. Describing how natural resources affect the material well-being of a country or culture.

Conceptual Statement IV

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

(Behaviors - Level III)

a. Seeking information to support the fact that man constantly tries to narrow the gap between ever expanding want and limited resources.

b. Describing how the effective use of machines has greatly increased productivity.

c. Hypothesizing the extent to which technology has infringed upon humanity.

d. Defending the premise that the American economic system is the result of the interaction between human and non-human resources and one's belief in life, liberty and the pursuit of happiness.

e. Analyzing and describing peoples' beliefs which influence occupational opportunities in different regions of the world.

Conceptual Statement IV

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

(Behaviors - Level III)

a. Choosing a region of the United States and determining its importance to the economic structure of this country.

b. Supporting the belief that what a country produces in material goods will depend on its value system.

c. Predicting future levels of consumption if unrestricted use of resources continues at present levels.

d. Analyzing controls placed upon producers, consumers, and distributors.

e. Describing how the use of natural resources affects the material well-being of a culture.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

(Behaviors - Level III)

a. Discussing the ways people of the United States are linked to the rest of the world through their immigrant heritage.

f. Citing two or more examples of how a modern day society in a given country has been affected by past experience.

Conceptual Statement V

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

(Behaviors - Level III)

a. Recognizing that what happens within the total environment ultimately affects everyone.

c. Recognizing that people, institutions, nations and civilizations must be flexible, adaptable and able to conform to new circumstances.

d. Citing modern-day events which have implications for the future.

e. Discussing implications of present day use of energy resources upon future energy problems.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

(Behaviors - Level III)

a. Interpreting maps which show climate, rivers, land use and available resources.

b. Studying and constructing maps and charts which provide information about components of the natural environment in North America or another continent.

c. Determining the relationship between climate and land use.

d. Explaining how changes which occur in climate affect human behavior, population movements, and land forms.

e. Describing how global location of a nation or region contributes to its importance in international affairs.

f. Studying the geographical factors which have played a significant role in the development of the United States.

Conceptual Statement VI

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

(Behaviors - Level III)

a. Describing the environmental influences in a culture(s) on housing design, clothing design, tools and utensils, man-made products, religious rituals, and ceremonies.

b. Explaining that individuals modify, utilize, and exploit the earth to serve their own purposes.

c. Proving that resources and resource use are related to the level of technological development.

g. Describing national and international conflicts which have arisen over the use of the earth's resources.

h. Formulating a plan that considers human needs as well as environmental implications when using natural resources.

Ways of living in regions of the United States are considered in this unit. The study emphasizes the interdependence of all the regions. The concept that interaction with environmental factors affect the way people live is also developed in the study "United States - Interdependence of Regions."

Conceptual Statement I - People are similar in their basic needs and meet these needs in a variety of ways.

Key Questions

1. What are the basic human needs people have in common?
2. How do the traditions, customs, and environment determine how the people meet their basic human needs?

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question

3. How does the government function to meet the needs of the people in a region?

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions

4. In what ways do communication and cooperation among people affect the regions?
5. What significant contributions did the ethnic groups make to the development of specific regions?

Conceptual Statement IV - People must understand the nature and function of the economic systems.

Key Questions

6. How do the economic systems of the regions depend upon the use of available resources?

7. How are the raw materials of the regions used in the manufacturing and distribution of products?

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions

8. How has the modern-day society been affected by past experiences?

9. What are the implications of the present day use of resources on the future of the region?

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question

10. What are the geographical and environmental factors which play a significant role in the region today?

Participation in a variety of the activities listed will involve the students and teachers in gathering and organizing data, and in analyzing its content and implications. These activities will clarify the conceptual statements and help answer the key questions. The list of activities is a suggested list. You are encouraged to use your creativity and individuality in adding activities which will improve this teaching-learning package for your students.

Key Questions

1. What are the basic human needs people have in common?
2. How do the traditions, customs, and environment determine how the people meet their basic human needs?
3. How does the government function to meet the needs of the people in a region?
4. In what ways do communication and cooperation among people affect the regions.
5. What did the ethnic groups contribute to the development of that region? How?
6. How does the economic system of the region depend upon the use of available resources?
7. How are the natural resources of the region produced, consumed, and distributed?
8. How has the modern day society of a region been affected by past experiences?
9. What are the implications of the present day use of resources on the future of the region?
10. What are the geographical and environmental factors which play a significant role in the region today?

Concept I - People are similar in their basic needs and meet these needs in a variety of ways.

Questions

1. What are the basic human needs people have in common?
2. How do the traditions, customs, and environment determine how the people meet their basic human needs?

Suggested Activities

Compare the advantages and disadvantages of urban life as opposed to rural life - examples: schooling, recreation, occupations.

Design a quiz about the customs and traditions of the region to be given following a report on the topic.

Develop a bulletin board showing the ways in which different regions provide opportunities for the fulfillment of man's needs.

Example:	Needs	Regions
	Sanitation	
	Protection	
	Clean Air	
	Clean Water	
	Production of goods	
	Distribution of goods	
	Beautification	

Create collages which will show (1) life in an urban setting, (2) life in a rural setting.

Show that different groups living in the same environment may satisfy similar needs in different ways. (Example: Pennsylvania Dutch, Aleuts, affluent, contemporary Indians, Latinos)

Cite instances in which the environment has been modified to meet the needs of the people.

Investigate two dissimilar communities within a region to determine how needs are met through the use of technology, societal relationships, and interdependence with other communities.

Learn songs and poems appropriate to the region. Share them with classmates.

Concept I

Suggested Activities

Make a study of the crafts which are related to a certain region. Construct several of the items representative of these crafts. Set up a crafts fair and invite classmates or parents to view the display.

Discuss how the climate of the area affects the choice of clothing, housing, farm products, and recreational activities.

Suggested Vocabulary

Conceptual Statement I

Key Questions 1, 2

urban
rural
environment
advantages
disadvantages
sanitation
distribution
affluent
contemporary
technology

Concept II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question

3. How does the government function to meet the needs of the people in a region?

Suggested Activities

Describe, in paragraph form, the importance of having many of the same laws govern the various regions of the United States. Example: 55 mph speed limit, law against interstate transportation of stolen goods, reciprocity among states.

Determine how and why representatives of various regions would vote on proposed laws or regulations.

regulations which would require air pollution devices on cars

farm price supports

control of foreign labor influx

high tariffs

Write a class letter to the Maryland State Commission on Interstate Cooperation in Annapolis. Find out how your state works with other states to solve problems.

Simulate:

A New England town meeting

A Grange meeting

What conclusions can be drawn from these examples of "participatory democracy."

Identify people from the various regions who have made significant contributions to the government of the United States.

Suggested Vocabulary

Conceptual Statement II

Key Question 3

laws	local	influx
regulations	democracy	
tariffs	interstate	
govern	participatory	
federal	reciprocity	

Concept III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Questions

4. In what ways do communication and cooperation among people affect the regions?

5. What significant contributions did the ethnic groups make to the development of specific regions?

Suggested Activities

Collect newspaper articles that

tell about activities of the federal or state governments that could have significant impact on a region

show interdependence of regions

Play a game of simulation about states joining together to form a functional region of states.

water and air pollution

education

energy

Explore a situation in which it would be necessary for several regions to cooperate in order to solve a problem.

interstate commerce

water rights

EPA standards

bridge and road construction

Imagine that each state prints its own money, raises its own army, and has its own system of laws. Each state taxes goods imported from other states and has quotas for immigrants from other states

Given these circumstances, determine the problems which will arise in the following situations:

Purchasing a new car manufactured in another state

Vacationing in another state

Traveling from coast to coast

Concept III

Suggested Activities

Research and record colloquialisms common to specific regions. Example: tonic - meaning soda pop; red up - meaning straighten up; Boston Cooler - meaning root beer float.

Write a paragraph describing how regions cooperate with one another.

List some of the major inventions dealing with communication. Describe how these inventions have united the various regions of the United States.

Provide information about significant accomplishments and contributions of a leading representative of an ethnic/racial group:

Humanities
Politics
Technology
Religion

Draw a mural showing the "cultural mosaic" of the region.

Research the ethnic groups present in the area. Determine:

the physical and cultural characteristics of the people

the native country and significant conditions in that country which may have caused immigration

the reasons for the choice of specific regions for settlement

what occupations were adopted

their impact on the region, i.e., education, language, arts, economy, religion

Imagine how a region might have been affected if a different ethnic group had settled there. Example: If New England were predominantly Spanish. Write a paragraph comparing the region as it is with how it might have been.

Give an example of how prejudice has influenced the lifestyle of a specific ethnic group in the region.

housing

occupation

education

social groups

Suggested Vocabulary

Conceptual Statement III

Key Questions 4, 5

interdependence
immigrants
colloquialism
diverse
ethnic
culture
racial
humanities
commerce

Concept IV - People must understand the nature and function of the economic systems.

Questions

6. How do the economic systems of the regions depend upon the use of available resources?

7. How are the raw materials of the regions used in the manufacturing and distribution of products?

Suggested Activities

Select a major agricultural product of a region. Develop a chart which will show the distribution of this product.

Determine products made from forest resources. List the occupations related to these products.

On an outline map, show the natural resources that are available in the region.

Study a product of the region focusing on securing raw materials, processing, packaging, marketing, and advertising. List the jobs which are created by these processes.

Make a collection of items manufactured in the region. Prepare labels listing the natural resources used in making each item.

Make a bar graph of the five most plentiful natural resources in the region. Explain how the wise use of these resources benefits the economy of the region and the United States.

Locate the areas of the United States that are the most affluent. List the natural resources found in these regions. Explain how these natural resources have contributed to the wealth of the area.

Develop an activity that shows the products that are exported from a region, the method of transportation, and the destination.

Choose a natural resource found in the region. Trace this material from its natural state to its final distribution as a finished product.

Use a highway map to show how natural resources may be distributed from one region to another.

Describe how the natural resources of a region determine the industry and occupations of the people.

Suggested Activities

On an outline map, show the products of the various regions of the United States. Develop a key.

The United States has an abundance of natural resources. However, if these resources are to continue to be plentiful, they must be used wisely. Select one of the natural resources: soil, water, mineral or forests. Prepare an oral report telling about some practices that should be followed to conserve this resource.

Name some of the resources in your regions of study which presently have little or no value. Research to explain how these resources could become more valuable to each of these regions.

Using a list of natural resources in the region, describe the occupations which stem from them.

Prepare a report on a natural resource of an area. Include in the report such items as (1) the projected life of the resource and (2) the need for conservation of the resource.

Invite resource people to explain and discuss the factors which determine the value of land in various regions. (A resource person might be a real estate agent, a city planner, or a representative of the Department of Parks and Recreation.) Suggested questions for the class to ask the speaker:

Why does the cost of land vary?
Why do taxes vary between city, suburbs, and country?

Some of the methods American farmers use to conserve soil for future use are listed below. Divide into five groups. Each group can select one of the methods of soil conservation listed below. Research their area and then decide on an accurate and interesting way to report their findings to class.

contour plowing
crop rotation
terracing
strip cropping
planting windbreaks

Our nation has begun a change to increase use of coal and nuclear energy. Explain the pros and cons of using these types of energy in each of the regions of study.

Concept IV -

Suggested Activities

Invent and name a resource that would allow various regions of the United States to develop a new energy source. Describe how this resource would enable people to live more productive, successful and happy lives.

Investigate some of the resources which are being depleted in various regions of the United States. Write a story describing how the loss of this resource will affect the life style of people.

Many organizations in our country are working to propose or influence legislation which will affect the country's use of natural resources. Prepare a report about one of these organizations to share with your classmates:

The National Audubon Society
The National Wildlife Federation
The Sierra Club
EPA
Local Citizens' Coalition

Suggested Vocabulary

Conceptual Statement IV

Key Questions 6, 7

agriculture	economic	import
natural resources	contour	windbreak
processing	rotation	
destination	packaging	
occupations	marketing	
conservation	raw materials	
depletion	export	

Concept V - People must understand the importance of significant human experiences.

Key Questions

8. How has the modern-day society been affected by past experiences.

9. What are the implications of the present day use of resources on the future of the region?

Suggested Activities

Prepare a display showing the development of transportation in the region. Use photographs, artists' conceptions, original drawings, or models.

Compare and contrast former life styles in a region with present day life styles. Include such items as:

transportation
distribution of goods
technological advancements, i.e., air conditioning, heat, refrigeration
communication
occupations
manufacturing

Research a natural disaster that has significantly affected your region of study. Example: Dust Bowl - Mid West, Earthquakes - Pacific States. Discuss how this event has altered the life styles of the people today.

Research the reasons for the United States moving from an agrarian society to an urban society. Cite how this change has altered the life style of the people and changed the economy of the regions.

Pretend that some important event in the history of the area you are studying had turned out differently. Write a story telling how people's lives in the area would have been affected by this imaginary turn of events.

Trace the development of an industry in a region. Discuss how this has influenced the life style of the people and the growth and development of the region in terms of:

demography
geography
level of affluence

Concept V

Suggested Activities

Collect and compile legends and folklore of the region. Share these with the class.

Investigate how past use of energy resources of a region affects people today. Consider the effects of present day use of energy resources on a region in the future.

Research the ways in which working conditions have been changed by labor unions and the government. Share your findings with the class either as an oral or written report.

Prepare a map of the region which will show places of interest to tourists. Include:

national parks
monuments
historic areas and sites
unusual land formations

Research the contributions of political leaders, heroes, and/or inventors to the various regions. Describe how their contributions have affected present day life in the regions and the United States.

Example:	Eli Whitney	Cyrus McCormick
	Samuel Slater	Jane Addams
	Robert Fulton	Henry Ford
	Wright Brothers	Robert LaFollette
	Ceasar Chavez	Huey Long
	Martin Luther King	

Begin a vocabulary list of words you will use in the study of the interdependence of regions. Continue your list throughout the study of the unit.

Suggested Vocabulary

Conceptual Statement V

Key Questions 8, 9

technological
agrarian
distribution
demography
union

Concept VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question

10. What are the geographical and environmental factors which play a significant role in the region today?

Suggested Activities

Delineate the region using latitudinal and longitudinal designations.

Determine the largest city in the region. Describe the city in terms of:

median income
population
ethnic/cultural composition
area

Describe the region in terms of:

population
rainfall
growing season
highest and lowest point of elevation

Imagine that you are a geographer who has been asked to write a magazine article describing a field trip through one of the regions. Do research about the land and water features along the route you have chosen. Illustrate your article with a map showing the route and the names of the places to visit.

Mark the large cities, industrial sites, and/or historical areas of a region on an outline map. Develop a key.

Construct a relief map of the region. Prepare an oral report describing how the geographical features of the region affect the lifestyle of its inhabitants.

Investigate sources of pollution in a specific region. Write a letter of protest to the EPA describing how pollution has affected the environment of the region and of the United States.

Write an expository paragraph telling how the geographical features of the region have influenced its development.

Concept VI

Suggested Activities

Have a panel discussion using the following questions:

Have there been any natural changes in the area?
What were they?
Have the people themselves changed the environment?
How have all these changes affected the way the people make a living?

Research the mineral deposits found in the region. Find out

How the mineral was formed?
How it is extracted?
What products are made from the mineral?
What occupations are dependent upon this mineral?
How life in the region would be affected if this mineral were depleted.

Suggested Vocabulary

Conceptual Statement VI

Key Question 10

longitude
latitude
minerals
median income
topography
population
elevation
environment
geographical
inhabitants
depleted

United States - Interdependence of Regions

Grade 5

RESOURCE PEOPLE

Agencies

RESA	George Allen
ARC	
EPA	George Ferrari
Tri-County Council	Al Feldstein
Potomac River Commission	June Neder
Economic Development	Rick Mappin
Allegany County Office of Tourism	Jo Beynon
Bureau of Mines	Tony Abar

Suggested Questions:

1. What services does your agency provide?
2. Why was your agency created?
3. In what ways do you cooperate with other agencies or groups?
4. How are you funded?

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RESOURCE PEOPLE

Environmental

Citizens' Coalition	Robert Cockey
Sierra Club	Gene Straub
Trout Unlimited	Bob Miller, Dan Folk
Sportsmens' Clubs	Clarence Myers, Kent Fuller
Garden Clubs	Margaret Mulkey
Dept. of Natural Resources	Robert Creter
Health Department	Conrad Zimmerman
Western Maryland Labor Council	Stanley Zorick
Newspaper	Thomas Finan

Suggested Questions:

1. Why was your group started?
2. What are its objectives?
3. How do you influence legislation?
4. How is your group supported financially?

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RESOURCE PEOPLE

Industries

Westvaco	Harris LeFew
Kelly Springfield	Kenneth Jackson
Pittsburgh Plate Glass	Richard Bovard
Chessie System	T. H. Rollins
Celanese	David Gill
Potomac Edison	James Stitt
Allegany Ballistics	James Midgarden
Western Maryland Coal	Matthew Skidmore
Columbia Gas	John Wilson
C. & P. Telephone Co.	Richard Dayton
Kaiser Refractories	Joseph Kessler
Cumberland Steele	George Wycoff

Suggested Questions:

1. What does your industry manufacture or what services do you provide?
2. How many people work there?
3. What kinds of jobs does your company provide?
4. How is your company dependent upon other regions of the United States?
5. How do you make your products?
6. How do you provide your service?
7. How does your company affect the environment?

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FILMS AND FILMSTRIPS

Films and filmstrips from the Instructional Media Center

F-5050	Alaska: The 49th State Discusses climates, natural resources, people and their jobs.	16 min.	
F-6254	The American Experience - Our Living Conditions Identifies ethnic traditions which have become part of the mainstream of American culture. Discusses the uniqueness of America's multicultural heritage.	19 min.	Color
F-5594	Geography of the United States - An Introduction		
F-6243	Geography of United States - Great Plains	12 min.	Color
F-6244	Geography of the United States - Middle West	12 min.	Color
F-350	Geography of the United States - The Northeast	12 min.	Color
F-351	Geography of the United States - The Northwest	12 min.	Color
F-335	Geography of the United States - Pacific States Shows how the physical features, climate, and natural resources have contributed to its growth and development. Deals with problems of rapid growth in population, unemployment or pollution.	16 min.	Color
F-228	Geography of the United States - South	14 min.	Color
F-362	Geography of the United States - Southwest	12 min.	Color
F-6247	Latino Profiles: Living in the United States Today Discusses problems and benefits of being bicultural, bilingual in the United States today. Six families discuss their schooling, their struggles, their goals.	18 min.	Color

F-6118 Lee Suzuki: Home in Hawaii 15 min. Color
Emphasizes the heterogenous makeup of American society through the story of one Hawaiian family.

(Set)

F-5697 North American Regions 12 min. Color
Appalachian Highlands

F-5701 North American Regions 12 min. Color
Atlantic and Gulf Coast

F-5725 North American Regions 12 min. Color
Central Lowlands

F-5726 North American Regions 12 min. Color
Great Plains

The set discusses geography, climate, agriculture and natural resources of each region.

F-6259 On the Road with Charles Kuralt 27 min. Color
Deals mostly with people.
Presents sights and sounds of the way of life in small communities which is slowly becoming American history.

F-5012 People Along the Mississippi 15 min. B/W
A boy makes a wooden boat and sends it down the Mississippi where it is picked up by people of various nationalities who settled along the shores of the Mississippi.

F-5010 People of the Western Shore 12 min. Color
Travel through 3 western states to see places and people along the road. Show that each of us contributes something in resources and is dependent on others. Shows that the development of the country depends on cooperation of all regions.

F-6114 Todd: Growing Up in Appalachia 12 min. Color
Presents life in a poor, rural section of the United States and emphasizes the ethnic and economic diversity of American life.

F-300 Who Are the People of America
Shows how all nationalities after spreading into the United States influenced our way of living.

F-6115 William, From Georgia to Harlem 15 min. Color
Designed to arouse interest in the ethnic diversity of America by a contemporary portrayal of one black American family and to raise questions of values such as loyalty, non-involvement versus envolvement, bravery.

Filmstrips

FS-9090 Conserving Our Natural Resources — Grs. 5-6

1. Using Our Forests Wisely
2. Using Minerals Wisely
3. Enough Water for Everyone
4. Saving Our Soil
5. Improving Our Grasslands
6. Giving Our Wildlife a Chance
7. What Is Conservation?

FS-001FC Economics in Our World — Grs. 4, 5, 6

1. Government Goods and Services
2. International Trade
3. Labor Unions
4. Money and Exchange
5. Economic Systems
6. Working and Earning
7. We Are All Consumers
8. Specializing and Exchanging

One chart, 1 teacher's guide, 36 flash cards

FS-3857CT Focus on America - The Northeast Region — Gr. 5

6 filmstrips, 3 cassettes, guide

FS-4568CT Focus on America - The Northwest

Deals with six different areas of the West and the people who settled the area to present day. Problems of the area are presented and solutions are discussed.

FS-3467R Learning About the United States from the Map

1. Midwest
2. Southern
3. Far west - Alaska and Hawaii
4. New England and Mid-Atlantic

FS-9150 Natural Resources and You

Points out "living things" have basic needs. Describes how basic needs are satisfied. Explains balance between demand and supply.

FS-557 The New England Town Meeting Today

A New England town carries on its function of government.

FS-8700, A & B

Then and Now in the United States

Each filmstrip in this series describes the settlement of the region. It portrays the agriculture, resources and industry now located there.

FS-9160 Using Natural Resources

Discusses the great demand for natural resources in the United States. Projects this demand and the possibility of supply over the next 30 years. Offers possible solutions to balancing supply and demand.

FS-4101CT Working in United States Communities, Group 1

A look at four major cities, San Francisco, Chicago, New Orleans, and Detroit. Presents an overall picture of problems and opportunities which are part of our country's economy. Basic idea: way of life in cities today is a result of their history, geography and people.

FS-4096CT Working in United States Communities, Group 1

Introduces simple concepts of economics. Series deals with four cities, Rockland, Maine; Flagstaff, Arizona; Douglas, Wyoming; Sturbridge, Massachusetts. Each city is involved with one industry which shows its influence on life of the community.

T.V. Series Watcha' Gonna' Do
Calling Careers
Bread and Butterflies (Treasure Hunt, People Need People)
The Way We Live
Many Americans

FS-3824R Natural Resources Grs. 4, 5, 6
Personal Services
Trade and Industry

Good for career interest.